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ABSTRACT

After providing background on Title 5 regulations that upgraded standards of rigor for degree-applicable credit courses offered by California community colleges, this report presents revisions to course standards regulations for nondegree credit, noncredit, and grade point averaging. An analysis of the revisions is included, indicating that: (1) nondegree credit courses, particularly precollegiate basic skills courses, are designed to enable students initially lacking essential academic skills to succeed in degree-applicable courses and to achieve degrees, certificates, or other career development goals; (2) because these courses are essential to the fulfillment of the community college mission and because they are geared to the rapid acquisition of college-level skills, they are funded at the same level as degree-credit courses; (3) enrollment in precollegiate basic skills courses is limited to a maximum of 30 semester/45 quarter units on the basis of experience suggesting that a curriculum well designed to take advantage of college students' maturity and motivation can prepare most students adequately in a limited amount of time; (4) the well-designed basic skills curriculum is intensive, discipline based, and process oriented; and (5) adherence to standards provides students with a challenge which, when met, increases self-confidence and self-esteem, assures students progress that is rapid enough so that they do not lose sight of their goals and supports a balanced curriculum. To ensure the integrity of transfer agreements and other agreements based on grade point averages (GPA's), it is recommended that nondegree credit courses not be included in calculations of GPA; and finally, the point is stressed that rigorous standards attest to the quality of the nondegree credit curriculum. In addition to presenting the proposed revisions to Title 5 regulations, this report includes the Chancellor's Office 1987 "Proposals for Strengthening Academic Standards" and a chart comparing Title 5 regulations concerning standards for degree credit, nondegree credit, noncredit, and community service courses. (JMC)

ED335084

Title 5 Course Standards and Grading Policy Regulations

Rita M. Cepeda
Norma Morris

Paper discussed as agenda item 6 at the
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(Sacramento, California, September 12-13, 1991).

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TITLE 5 COURSE STANDARDS AND GRADING POLICY REGULATIONS 6

Second Reading, Action Scheduled

Background

In May 1985, the Board of Governors endorsed Title 5 regulations that upgraded standards of rigor for degree applicable credit courses. Colleges were required to review the entire degree applicable credit curriculum in accordance with locally developed procedures, and certified for completeness and appropriateness by the Chancellor's Office. That review constituted implementation of the regulations in Title 5, Sections 55002(a) and 55805.5. Colleges were required to have completed implementation prior to July 1, 1988. The process described above is often referred to as "Title 5 Review."

In January 1987, the Board of Governors adopted recommendations made in the report, *Proposals for Strengthening Academic Standards* (see Appendix A). In August 1988, the Chancellor's Office convened an advisory task force to examine those Board policies; in particular, policies related to precollegiate basic skills instruction, and to recommend any necessary changes. In January 1990, the Board of Governors approved Title 5 regulations limiting the number of units that any student could take in precollegiate basic skills instruction to 30 semester/45 quarter units (Section 55756.5). A report from the basic skills advisory task force was presented to the Board of Governors in May 1990. At that meeting, the Board took action to clarify the definition of precollegiate basic skills, recommend revision of Title 5 course standards regulations for nondegree credit and noncredit, and endorse the accountability reporting on precollegiate basic skills instruction required by AB 1725. A matrix comparing the credit modes is attached as Appendix B.

Future Activities

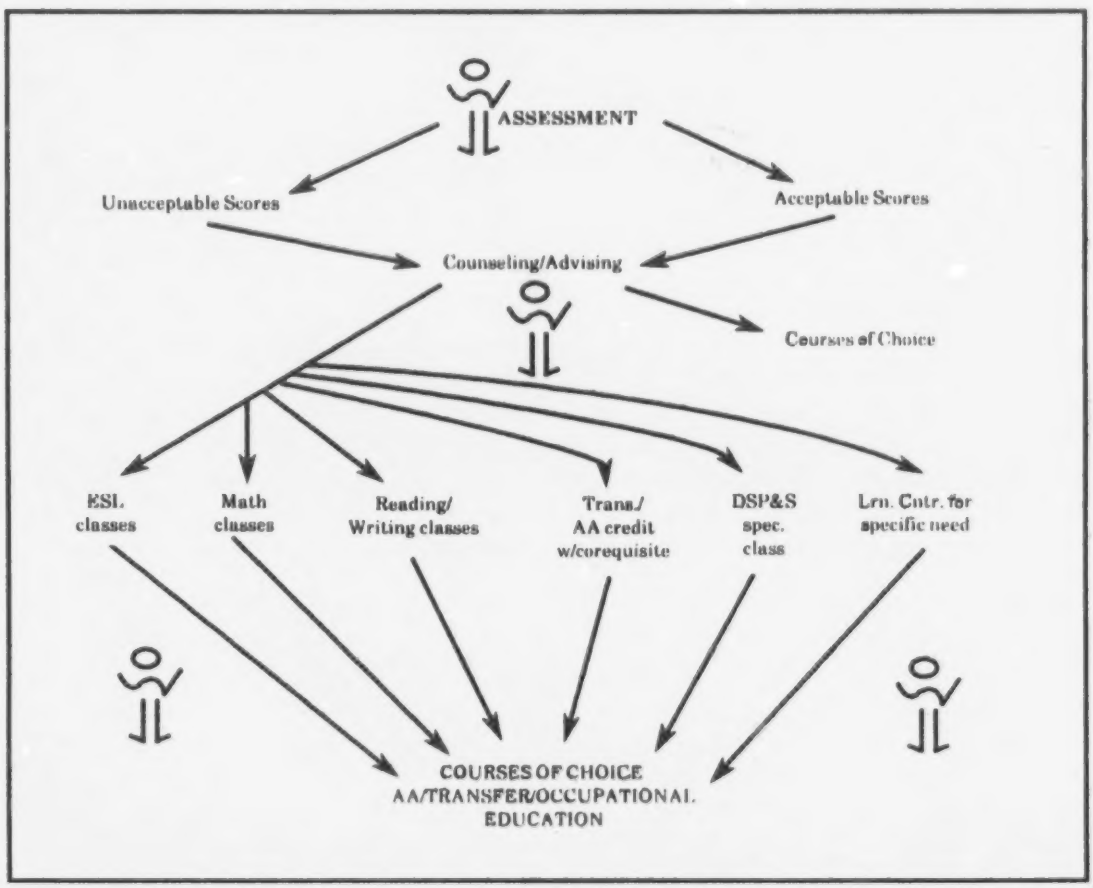
Although review of the degree credit curriculum is completed, follow-up activities are needed. One of the follow-up activities, reclassification of courses, may be triggered by the revisions to Title 5, Section 55002(b), the substance of this item. The Chancellor's Office will provide technical assistance to colleges to help with reclassification of those courses that may be inappropriately placed in any of the credit designations. Additional steps include a review of programs by the Chancellor's Office to assure that courses that constitute the heart of transfer, associate degree, and occupational programs are aligned with upgraded standards for all credit designations. At each

stage of review, colleges have the opportunity to redesign or reclassify courses as necessary for successful student outcomes.

Analysis

This item presents revisions to course standards regulations for nondegree credit, noncredit, and grade point averaging, as requested by the Board in May 1990. Nondegree credit courses, and particularly precollegiate basic skills courses, are designed to enable students initially lacking essential academic skills to succeed in degree applicable courses and to achieve degrees, certificates, or career development goals (Figure 1 displays typical student flow for students initially enrolled in precollegiate basic skills courses). Because these courses are essential to the fulfillment of the unique mission of the California Community Colleges, and because they are specifically geared to the rapid acquisition of college level skills, such courses are funded at the same level as are degree credit courses, that is, at nearly twice the level of noncredit adult education.

Figure 1. Typical Precollegiate Basic Skills Student Flow Chart



* Developed with the assistance of faculty from Sacramento City College.

Enrollment in precollegiate basic skills courses is limited to a maximum of 30 semester/45 quarter units, with waiver possible under specified conditions. The approval of a unit limitation was possible in part on the basis of experience which suggests that a curriculum well-designed to take advantage of the maturity and motivation of college students, can indeed prepare most students adequately in a limited amount of time.

Such a curriculum has at least three characteristics. First, it is intensive, relying upon the motivation of students to allow them to do a substantial amount of their learning on their own time, in collaborative groups, learning laboratories, with tutors, and alone. Second, it is discipline-based, teaching not only particular skills in isolation, but also relating these from the very beginning to higher-order thinking skills, the reading and writing demands of the college curriculum, and to specific college disciplines. Third, it is process-oriented, encouraging students through particular assignments to attend to their own process of learning, problem-solving, writing, reading, test-taking, and communicating, to their interactions with other students, and to their responses to different subject matters and situations.

Adherence to standards offers many benefits. First, to the student, it provides a challenge which, when met, substantially increases self-confidence and self-esteem. Second, it assures students rapid enough progress that they do not lose sight of their goals and drop out in discouragement. Third, it supports a balanced curriculum, meeting the needs of those students in need of preparatory courses and those students already prepared and ready to enroll in the associate and transfer curriculum and assuring a smooth flow of students from preparatory courses into associate and transfer courses.

In addition, the proposed regulations also address grading policies for nondegree credit courses, particularly the issue of grade point averaging calculations when these courses are involved. Although nondegree credit is, indeed, credit, to assure the integrity of transfer agreements and other agreements based upon grade point averages, it is staff's recommendation that units earned in such courses should not be included in calculation of GPA. Transcripts will, of course, contain a complete record of student work attempted and completed.

Finally, it is important to note in this analysis that rigorous standards attest to the quality of the nondegree credit curriculum, demonstrating to educators, policymakers, and the public at large that the effort to bring the skills of large numbers of academically underprepared adults to the level necessary for success in associate and transfer courses will be successful for the student, the institution, and the State.

Recommended Action

That the Board of Governors approve these revisions to Title 5, Sections 55002(b)(c) and 55758.

Staff Presentation: *Rita M. Cepeda, Vice Chancellor*
Transfer and General Education

Norma Morris, Interim Dean
Educational Standards and Evaluation

Revisions to Title 5 Regulations on Course Standards and Grading Policies

1. Section 55002 of Division 6 of Title 5 of the *California Code of Regulations* is amended to read:

55002. Standards and Criteria for Courses and Classes.

(a) Associate Degree Credit Course. An associate degree credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of Section 55805.5, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students eligible for admission.

(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall either be a committee of the academic senate or a committee which includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the following standards:

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with Section 55758 of this ~~part~~ Division. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week, including class time for each unit of credit, prorated for short term, laboratory and activity courses.

(C) Intensity. The course treats subject matter with a scope and intensity which requires students to study independently outside of class time.

(D) Entrance Requirements. When the college and/or district curriculum committee deems appropriate, the course ~~shall~~ may require entrance skills and consequent prerequisites or corequisites for the course ~~before students are enrolled~~ pursuant to Section 58106 of this Division.

(E) Basic Skills Requirements. If success in the course is ~~deemed by the curriculum committee to be sufficiently~~ dependent upon communication or

computation skills, then the course shall require, consistent with the provisions of Section 58106 of this Division, as pre- or co-requisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(F) Difficulty. The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(G) Level. The course requires learning skills and a vocabulary which the curriculum committee deems appropriate for a college course.

(3) Course Outline of Record. The course is described in a course outline of record which shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.

(4) Conduct of Course. ~~All~~ Each sections of the course ~~are~~ is to be taught by a qualified instructor in accordance with a set of objectives and other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with provisions of Division 2 (commencing with Section 51000), Sections 55761-55763 and 58161 of this ~~part~~ Division.

(b) Non-degree Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board ~~as a course meeting the needs of the students eligible for admission~~ and falls within one of the categories described in subdivision (1) of this subsection.

(1) Types of Courses. Nondegree applicable credit courses are:

(A) Precollegiate basic skills courses as defined in Section 55502(d) of this Division;

(B) Courses designed to enable students to succeed in college level work (including, but not limited to, college orientation and guidance courses, and discipline specific preparatory courses such as biology, history, or electronics) which integrate basic skills instruction throughout and assigns grades partly upon the demonstrated mastery of those skills; [Note: such courses could, of course, be offered as degree applicable credit courses if they met the standard of 55002(a) including text, content and critical thinking expectations which are at a level expected of college level instruction.]

(C) Precollegiate occupational preparation courses designed to provide foundation skills for students preparing for entry into college level occupational courses or programs;

(D) Essential occupational instruction for which meeting the standards of 55502(a) is neither necessary nor required.

~~(1)~~ (2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of ~~the following standards:~~ the standards which follow. In order to be eligible for state apportionment, such courses must be approved (as courses not part of programs) by the Chancellor's Office as provided by Section 55100 of this Division.

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with Section 55758 of this ~~part~~ Division. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression which may include essays, or, in courses where the curriculum committee deems them to be appropriate, problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline.; and requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, laboratory and activity courses.

(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity which prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students completing each such course successfully will, upon completion of the required sequence of such courses, have acquired the skills necessary to successfully complete college level work.

~~(C)~~ (D) Entrance Requirements. When the college and/or district curriculum committee deems appropriate, the course ~~shall~~ may require entrance skills and consequent prerequisites or corequisites for the course ~~before students are enrolled~~ pursuant to Section 58106 of this Division.

~~(2)~~ (3) Course Outline of Record. The course is described in a course outline of record which shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, scope, objectives and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.

~~(3)~~ (4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and other specifications defined in the course outline of record.

~~(4)~~ (5) Repetition. Repeated enrollment is allowed only in accordance with provisions of Division 2 (commencing with Section 51000), Sections 55761-55763 and 58161 of this ~~part~~ Division.

(c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement which the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses are limited to the categories of instruction listed in Education Code Section 84711, and must be approved by the Chancellor's Office as noted in Title 5, Section 55150.

(2) Course Outline of Record. The course is described in a course outline of record which shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the scope, objectives, contents, instructional methodology and methods of evaluation for determining whether the stated objectives have been met.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.

(d) Community Services Class. A community services class is a class which meets the following minimum requirements:

(1) Is approved by the local district governing board.

(2) Is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein.

(3) Provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students.

(4) Is conducted in accordance with a predetermined strategy or plan.

(5) Is open to all members of the community.

(6) May not be claimed for apportionment purposes.

(e) Not later than the initial day of registration for fall 1990, district governing boards shall have completed necessary steps for implementation of subsections (a), (b) and (c) of this section, such that by this date, each district shall have published in its college catalogues or in an addendum to be available to all students at fall 1990 registration, a statement, symbol, numbering system or the equivalent that clearly indicates whether each course is degree applicable, non-degree applicable, or noncredit.

NOTE: Authority cited: Sections 66700, and 70901, Education Code. Reference: Sections 66701 and 70901, Education Code.

2. Section 55758.5 is added to Chapter 9 Division 6 of Part VI of Title 5 of the *California Code of Regulations* to read:

55758.5. Grade Point Averaging.

(a) This section augments and should be read in conjunction with Section 55758 relating to academic record symbols and grade point average.

(b) In calculating students' degree applicable grade point averages, grades earned in nondegree credit courses shall not be included.

NOTE: Authority cited: Sections 66700, and 70901, Education Code. Reference: Section 70901, Education Code.

APPENDIX A

Board of Governors of the
California Community Colleges
January 22, 1987

PROPOSALS FOR STRENGTHENING ACADEMIC STANDARDS 4

For Action

Summary

Over the past few years the Board has increasingly exercised its statutory responsibility "to provide leadership and direction" to community colleges in the arenas of educational policies and academic standards. This item extends the Board's interests in these areas by proposing the adoption of four major academic standards policies which were identified in a formalized consultation with colleges in spring 1986. Proposed policies were presented to the Board as information in October 1986 and have been refined through the benefit of information consultation and written input during the past two months. The policies are closely related to the implementation of matriculation and should, with the exception of Policy Statement #3, concerning student progress standards, be phased in over the three years that matriculation will be evaluated.

The four policies:

1. Define community college responsibilities for Pre-collegiate Basic Skills Instruction and Adult Basic Education, respectively;

2. Require colleges to establish skills requisites for entry-level certificate- and degree-applicable courses;

3. Require upgrading and enforcement of student progress standards and the placing of a 30-semester (45-quarter) unit limit on enrollment in pre-collegiate basic skills courses; and

4. Define the scope of student assessment programs required of the colleges.

The final section of the item proposes specific implementation strategies and timelines.

Recommended Action

The Instructional Policy Committee should recommend that the full Board adopt Policy Statements 1, 2, 3 and 4 as stated in this item and direct the Chancellor to implement them in accordance with the Board Implementation Directives related to each.

Staff Presentation — *Ronnald W Farland, Acting Associate Vice Chancellor Academic Affairs*

Rita Cepeda, Acting Dean Academic Standards and Basic Skills

Background

From its inception in 1967, the Board of Governors has been charged in statute to "provide leadership and direction" to the State's community colleges. Over the past three years the Board has seen fit, in the interest of maintaining educational excellence, to exercise that authority increasingly in the arenas of educational policies and academic standards.

In 1980, the Board established for the first time a statewide uniform grading system and attendant standards of student progress. In 1984 it embraced the concept of a more systematic process of entrance assessment, advisement, course placement and follow-up counseling by adopting as Board policy *Student Matriculation: A Plan for Implementation in the California Community Colleges.* In May 1985 the Board adopted a policy statement defining the nature and purpose of remedial instruction and services in community colleges and also endorsed Title 5 regulations which upgraded standards of rigor for the conduct of degree-applicable credit courses, and established a clear line of demarcation between these degree-applicable courses and non-degree applicable remedial and developmental coursework (i.e., basic skills instruction).[1] Later that same year the Board extended its influence in educational policy matters by adopting a policy resolution which: 1) reaffirmed its commitment to open access to the colleges; 2) established a new companion policy of "conditional access" to degree and certificate courses; 3) declared that "the primary mission of the colleges is to offer collegiate level degree and certificate courses and programs"; and 4) rejected the concept of a "floor" on basic skills instruction.

That December 1985 policy resolution also directed staff to undertake systemwide consultation concerning implementation of the resolution and other issues raised before the Board at that time. The consultation was conducted during March-May 1986, and in July the Board received a preliminary report on the findings. In general, the consultation found that:

1. The issues raised in the consultation process are not viewed as being limited to the purposes of the December 1985 policy resolution (i.e., to basic skills instruction policies). Rather, they are regarded as the "logical next steps" which follow from several of the Board's earlier actions (as noted above) and which are consistent with the recommendations of the Master Plan Review Commission;

2. From the respondents' perspectives, these issues collectively form the basis from which to formulate a coherent body of Board educational policy and there is an implied logical sequence for their resolution;

[1] Because of revisions required by the Office of Administrative Law, these regulations were acted upon a second time in September 1986. The regulations must be implemented in the colleges no later than July 1, 1988.

3. While there is at least majority consensus on how each issue should be resolved, there is also widespread concern that adequate resources and implementation timelines be provided to the colleges to do so. Inherent in this concern is a fear that too rapidly implemented or inadequately funded "reforms" may inadvertently have negative initial effects on the enrollment of underrepresented minority students.

In short, there is broad consensus that the Board should act to flesh out the coherent state educational policy it has initiated, so long as implementation is approached with care, particularly in regard to possible negative effects on minority student enrollment.

Subsequent to receiving the preliminary report on the consultation, the Board directed staff to propose formal policy statements in each area for Board adoption and also to recommend implementation strategies for each. In October 1986, the Board reviewed draft policy statements and strategies and heard testimony concerning them. During November and December, staff received additional written comments from 19 colleges and participated in seven formal consultation sessions with the Chief Executive Officers, Academic Senate and Chief Instructional Officers. Using this advice and the counsel of the Chancellor's Cabinet, staff have developed the policy proposals which follow.

Proposed Policies

Education Code, Section 71023, contains the basic charge to the Board of Governors for overseeing California's community colleges. It reads as follows:

> *It is the intent of the Legislature that the Board of Governors...shall provide leadership and direction in the continuing development of community colleges as an integral and effective element in the structure of public higher education in the state. The work of the board shall at all times be directed to maintaining and continuing, to the maximum degree possible, local autonomy and control in the administration of the community colleges.*

For nearly a decade after its creation in 1967 the Board, burdened with otherwise incomplete and conflicting statutory provisions concerning its governance role,[2] chose to put its emphasis on the second sentence of that basic charge, giving local boards great latitude in determining what the educational scope, standards and "modus operandi" of the colleges would be. As a consequence, it is not surprising that local districts, in what was generally a period of prosperity and expansion, took

2 See *Understanding Community College Governance*, Chancellery, Office of Legal Affairs, April 1986.

up the cause of the "comprehensive community college" and developed programs, policies and practices which were diverse and uniquely suited to local constituencies and circumstances. For example, some used the legal provisions for mutual agreements with high school districts to delineate their collegiate functions from noncredit programs for adults; others accommodated aspects of the expanding mission in the colleges themselves. A few retained skills prerequisites for enrollment in at least some basic, transfer curricula; but most interpreted the "open door" as calling for full access to all curricula regardless of requisite skills. And, to varying degrees, some maintained a curricular focus on certificate and degree programs while others came to regard the curriculum "in toto" as a vehicle for lifelong learning, shaped chiefly by student choice and motivation.

By the late 1970's, however, state level concerns for student equity and fiscal restraint began to challenge this diversity as questionable public policy. And, sharpened by the 1978 shift in funding source from chiefly local to chiefly state financing, the public policy challenges in the early 1980's began to hone in on "redefining the mission" of community colleges and restoring "academic excellence."

The Board, in response to these public policy concerns about the colleges, has increasingly exercised its authority to restore a semblance of consistency to the educational priorities and practices of the colleges. The initial steps planned in 1987 toward implementation of mandatory student assessment, placement and follow-up (i.e., matriculation) marks a major step forward in that effort. But implementation of matriculation also brings with it new challenges to the Board; challenges that will require it to face squarely the question of how far it needs to or should go in bringing into conformity the diverse educational policies and practices that this history has permitted the colleges to develop. The policy statements presented below are bold in that regard. Their implementation will require considerable time, patience and hard work. The implementation timelines proposed below are intended to accommodate the effort.

POLICY STATEMENT #1: *Defining Community College Responsibilities in Pre-collegiate Basic Skills Instruction and Adult Basic Education*

It is the policy of the Board of Governors that:

a) **All community colleges shall make available, in the non-degree applicable credit mode (Title 5, Section 55002(b), as amended September 1986), the full range of pre-collegiate basic skills instruction needed to correct the skills deficiencies of those students who enroll with an intent to complete degree and certificate courses and/or programs. The "full range," as applied to the skills to be addressed, is defined as courses designed to correct English reading and writing skills deficiencies and computational skills deficiencies of students assessed as not meeting the skills requisites for certificate and degree applicable courses which**

have been recommended by the faculty through the college and/or district curriculum committee and approved by the local board. Development of critical thinking skills shall also be an objective of such courses.

The "full range," as applied to skills levels to be included, is defined as courses that address the range of skills deficiencies exhibited by students in the college's mandatory assessment processes, implemented in conjunction with matriculation. The pre-collegiate basic skills curricula shall be sequenced by levels and shall be taught with a rigor and intensity that meet the standards of Title 5, Section 55002(b) and that are designed to build students' skills to meet the certificate and degree course requisites. A student may not exceed a maximum of 30 semester units or 45 quarter units to meet all the necessary skills requisites.

It is further policy of the Board that:

b) Community colleges may, within the constraints established for adult basic education (Education Code, 84711; Title 5, Section 55002(c); et al.), offer additional skills instruction in the noncredit mode which is designed for purposes other than building skills to the college level, such as for citizenship and daily living skills. Colleges that do not offer such noncredit instruction shall seek formal articulation agreements with local adult schools to accommodate the appropriate referral of students not successful in or not suited for the pre-collegiate basic skills curriculum.

c) Community colleges should not count instruction in English as a Second Language (ESL) or special instruction for disabled students in the 30/45 unit limit.

d) Community colleges shall regularly and routinely evaluate the effectiveness of their pre-collegiate basic skills curricula in terms of specified student outcomes. Reports to the Chancellor of the results of these evaluations shall be accommodated within the required evaluation of matriculation.

e) The Board shall, within three years of the implementation of these policies in the colleges, review these policies using the colleges' evaluation reports and, as necessary, revise the policies herein. This review shall be conducted using the Chancellor's consultation process.

BOARD IMPLEMENTATION DIRECTIVE:

The Board directs the Chancellor to monitor the implementation of Policy Statement #1 in the colleges by incorporating necessary reporting requirements into the processes used for implementing Student Matriculation. Specifically, beginning in 1988-89 each matriculation plan should contain a description of the pre-collegiate basic skills curriculum the college will offer and an explanation of how components of that program relate to the range of skills deficiencies and needs identified in the assessment process. In addition, data reporting required for the contracted evaluation of matriculation should include all elements necessary for evaluation of basic skills curricula.

Discussion

The place of basic skills instruction (or "remediation") in the mission of community colleges has been a subject of intense debate. In the past year, however, substantial public policy consensus has been achieved in the sense that the recommendation of the Master Plan Commission and the recent drafts of the Joint Legislative Committee's report both support the Board's own position; that is, that such instruction is a necessary function of the mission because it is the mechanism by which underprepared students may gain access to the primary functions of transfer and vocational programs.

Despite the strengthening consensus that this function is necessary, the question of <u>how much</u> basic skills instruction should be provided by the colleges remains controversial. Twice during 1985 the Board reviewed evidence which led it to reject the idea of establishing a uniform, statewide "skills floor" below which colleges would not attempt to provide remediation. In December 1985, staff suggested that since remediation, as a mission function, is ancillary to the primary functions of transfer and vocational education the Board might, in the interest of making maximum use of public resources, want to limit its provision in ways other than establishing a "floor." Specifically, it was suggested that a limit might be set either by upgrading student progress standards or by establishing a limit on the number of units of basic skills a student can take. Subsequently, the Master Plan Review Commission (and the drafts of the Joint Legislative Committee's report) recommended that both actions be taken; and the consultation undertaken to develop these policy statements confirmed that a majority of respondents from the colleges also favor both the enforcement of student progress standards for basic skills students and an ultimate unit limit as well. (Also see Policy Statement #3.)

Adoption of this policy statement would put to rest two major issues that have plagued the Board in its efforts to develop coherent state policies concerning the colleges' roles in addressing adult literacy needs. This policy: 1) distinguishes instruction in the nondegree applicable credit and noncredit modes on the basis of differences in both purpose and standards of conduct, and gives each a distinctive,

meaningful "name" (i.e., "pre-collegiate basic skills instruction" and "adult basic education"), and 2) addresses the "skills floor" issue by delegating to the college the responsibility for identifying and providing the range of skills instruction needed by its particular student constituency according to a method common to all colleges and approved by the Chancellor as a component of matriculation plans. In addition, it conforms to the Board's stated desire for accountability for public resources by placing a reasonable limit on the amount of remediation a student may take (see also Policy Statement #3) and by committing, as necessary, to later revision of the policy standards, based upon the results of systematic evaluations by the colleges. In all these respects the statement is also consistent with the recent recommendations of the Commission to Review the Master Plan.

Further, the creation of the "pre-collegiate" mode for the single purpose of attaining specified, collegiate level skills and distinguishing that from traditional adult basic education is consistent with state actions in New Jersey, New York and Florida and with the trend in practices of colleges in other states (e.g. Illinois).

It should be noted also that the statement explicitly excludes ESL instruction and special classes for the disabled from the 30/45 unit limit. ESL is currently discounted altogether in the 30 unit limit on non-degree courses used by the federal government in determining eligibility for financial aid. This policy is based on the idea that the need for such instruction is a condition above and beyond the need for basic skills instruction in English. A similar argument can be made for the special classes for the disabled.

At the same time, adoption of the policy statement will be highly controversial in at least two respects. First, as the Board is aware from previous presentations, there is currently little consistency from district to district in how basic skills instruction is assigned to the noncredit or nondegree applicable credit modes. Further, although there is a developing consensus among professionals that the distinction should be based on differences in the purposes and rigor of instruction, rather than on the levels of students' initial skills, there is by no means broad consensus on that point. Current district practices of assigning skills instruction to the two modes appear to be based more on fiscal considerations and the histories of their relationships with local adult schools. To mandate the provision of the full range of pre-collegiate basic skills instruction in the non-degree applicable credit mode would require significant restructuring of curricula in some districts and, in turn, create varying fiscal impacts. Among those districts currently at or near their enrollment caps, the action could result in new State-mandated costs. The Board has requested $21.2 million in its 1987-88 budget to meet this particular contingency.

The second area of potential controversy has to do with permitting individual colleges to establish their own ranges of skills instruction rather than setting a uniform, statewide requirement. Since colleges' student constituencies vary with respect to skills deficiencies, there would no doubt be some differences in the types, amounts and ranges of pre-collegiate basic skills instruction colleges would find it

necessary to provide. To some this may raise a question of equity. At the same time, however, it is virtually impossible to define a statewide requirement without resorting to use of grade-level equivalency "cut-offs," a concept that is not only of questionable legal standing but one that assumes unfounded validity and reliability of assessment tests and overlooks differences in colleges' needs. In practice, it would likely result, in some colleges, in provision of unnecessary courses.

POLICY STATEMENT #2: *Establishing Requisites for Entry-level Certificate and Degree Applicable Courses and for Levels of Pre-Collegiate Basic Skills Instruction*

It is the policy of the Board of Governors that :

a) **Community colleges shall establish minimum skill and/or competency requisites for enrollment in entry-level degree- and certificate-applicable courses and in courses at each level of the pre-collegiate basic skills curriculum. The skill and competency requisites shall be recommended by the faculty through the college and/or district curriculum committee, as defined in Title 5, Section 55002(a)(1), and approved by the local board. The requisites shall be based upon systematically derived evidence of a relationship between student assessment measures and students' performance in the course. (Also see Policy Statement #4.) A requisite may not be defined in such a way as to exclude a student from participation in a course on the basis of a single test score. Some courses may be exempted from having any reading, writing, computational or critical thinking requisite if systematically derived evidence demonstrates that such skills are not necessary for successful performance in the course.**

b) **The Board shall, within three years of the full implementation of this policy in the colleges, review the policies and practices of the colleges and, as necessary, revise its own policy statement. This review shall be conducted using the Chancellor's consultation process.**

BOARD IMPLEMENTATION DIRECTIVE:

The Board directs the Chancellor to monitor the implementation of Policy Statement #2 in the colleges by incorporating necessary reporting requirements into the processes used to implement Student Matriculation. Specifically, each matriculation plan should contain the skills requisites the college intends to maintain, the rationale and methodology used to derive them and any other evidence necessary to document that requirements of this policy have been met.

Discussion

The revisions to Title 5, Sections 55002(a) and 55805.5 approved by the Board in September 1986 directed colleges to establish "language and/or computational skills" requisites for degree- and certificate-applicable courses when such requisites are "deemed by the college and/or district curriculum committee as necessary for success in such courses." The policy statement above would extend that directive to include requisites for non-degree applicable courses in the pre-collegiate basic skills curriculum and also permit other types of skills to be considered in the setting of requisites. Further, the statement establishes some essential factors that curriculum committees would be required to observe in order to "deem" a particular requisite to be "necessary"; namely, 1) evidence of a relationship between any assessment outcome measures used to define the requisite and the performance of students in the course, and 2) the requirement that requisites be based upon more than a single test score.

Some colleges have always maintained skills requisites for enrollment in at least a few courses (e.g. the freshman English composition course) and, in turn, have made successful completion of those courses requisite to certain other degree applicable courses throughout the curriculum. In the past few years, even before the Board's passage of the Title 5 course standards revisions referred to above, many other colleges began to expand the use of course requisites. According to two separate studies reported in early 1986,[3] a little more than half the colleges had either completed or were underway with such efforts. According to one of those studies, however, only one in four of such colleges indicated that it was establishing its requisites on the basis of any systematic research. About half acknowledged that their requisites were based upon the collective judgments of faculty and/or administrative decision-making bodies. Therefore, adoption of Policy Statement #2 above would require many colleges that have already established course requisites to review and validate their earlier actions and require all other colleges to mount substantial new research efforts to support their course requisite determination processes. Although matriculation funding will provide some resources for institutional research, many districts would need to increase their research capacity substantially.

Further, requiring hard evidence to support the relationship between course requisites and student performance in the course assumes a period of time during which colleges gather student assessment data but do not enforce course requisites. At the least, the requirement assumes colleges can selectively enforce requisites in order to conduct controlled research. This situation argues for a phase-in of the policy over two or three years..

3 Woods, Jacqueline, *Status of Testing Practices at Two-Year Postsecondary Institutions*, ACT and AACJC, Washington D.C., 1985; and Kangas, Jon A., *Academic Standards and Matriculation A Summary of Practices in the California Community Colleges*, Volume I., Learning Assessment Retention Consortium, San Jose, 1985

Finally, the requirement that course requisites be based on more than a single test score is consistent with the broadly defined scope of assessment required in the Board's 1984 matriculation plan and with the 1986 updated matriculation implementation plan. Those plans require that assessment include not only measures (tests) of language and computational skills but also some consideration of students' aptitudes, study skills, educational goals and support service needs. The rationale for requiring this broad scope is that a standardized test alone cannot reveal all the factors that contribute to students' success or failure in classes and, in some cases, such tests may in fact lead to erroneous conclusions about students due to their insensitivity to linguistic and cultural differences or to certain disabilities.

Under the proposed policy, colleges would have considerable leeway to determine how to account for multiple factors (e.g. multiple criterion formulas, waiver or appeals processes, "decision zones" on test score ranges, etc.), subject to approval in the matriculation plan. The Board should also be aware that the "more than a single test score" requirement is also necessitated by the fact that a large and growing body of case law has developed around what is called the "sole criterion" issue. Since 1965, over 3000 cases have been heard which deal with the subject of alleged discriminatory selection based on use of a single measure of competence. Initially an issue in employment discrimination, most of the cases in the "sole criterion" literature in the past ten years have dealt with college admission, selection and placement. (See also Policy Statement #4.)

POLICY STATEMENT #3: *Refining and Enforcing Student Progress Standards*

It is the policy of the Board of Governors that:

a) **Students enrolled in pre-collegiate basic skills instruction shall be subject to the same term-to-term standards of academic progress, probation, dismissal and return rights as are all other students enrolled in degree-applicable credit offerings (Administrative Code, Title 5, Chapter 9, Section 55750 ff). However, except as specified below, no student may take more than 30 semester units (45 quarter units) in the pre-collegiate basic skills curriculum in order to meet the skills requisites for all courses that would be required to complete her/his chosen degree or certificate program or other educational objective. Students who do not attain full eligibility status within this limit shall be dismissed, with referral to noncredit adult basic education courses when such referral is deemed appropriate.**

b) **Each district board shall adopt for its college(s) policies and procedures of appeal and/or waiver of the unit limitation on enrollment in pre-collegiate basic skills instruction. Such policies and procedures shall be developed in broad consultation with faculty and staff, including the local academic senate.**

c) **Each college shall have the capacity to effectively monitor and enforce the academic progress, probation, dismissal and return rights standards established by the Board of Governors.**

BOARD IMPLEMENTATION DIRECTIVE:

(a) *The Board directs the Chancellor to develop, with appropriate field consultation, proposed amendments to Title 5 regulations which will:*

1) *revise as necessary the existing standards for dismissal of students on probation;*

2) *establish a standard for readmission of students who have been dismissed;*

3) *establish a 30-semester-unit (45-quarter-unit) limit on enrollment in pre-collegiate basic skills instruction (i.e., subsection (a) of Policy Statement #3).*

The Board further directs the Chancellor to propose these amendments for adoption by September 1987 in order that they may be implemented in the colleges by 1988.

(b) *The Board directs the Chancellor to develop, staff and carry out a thorough and systematic compliance review process to assure that:*

1) *all colleges are systematically enforcing student placement, academic progress, probation, dismissal and return rights standards, and*

2) *policies and practices within and across colleges/districts assure equitable treatment of students.*

Discussion

Under existing Title 5 progress standards, Policy Statement #3 would mean that a student who is unsuccessful in early basic skills courses could be dismissed prior to accumulating 30 (45) units, and would be dismissed if s/he has not met requisite skills standards after 30 (45) units. The unit limit is consistent with the recommendation of the Master Plan Commission and the draft of the Joint Legislative Committee report as well as with the existing policy of the federal government in counting non-degree applicable units toward financial aid eligibility. The policy also provides for referral of such students to noncredit instruction if that is deemed appropriate. It further requires that each college have a policy and procedure for dealing with those exceptional cases where a waiver from or appeal of the 30 (45)

unit limitation is needed (e.g. when a student has made consistent and significant progress but has not quite attained eligibility for college courses). This last feature is also consistent with a recommendation of the Master Plan Commission.

Further, Policy Statement #3 includes an emphasis, in subsections (c) and in the Board Implementation Directive, on the need to uniformly enforce standards of student progress, probation, dismissal and return rights, including the proposed new unit limitation. This emphasis is included because several respondents in the consultation process indicated that lack of enforcement of existing standards gives them cause for concern about whether the mechanisms proposed here would be viable for limiting enrollments in basic skills. The alleged non-enforcement apparently stems, on the one hand, from an inability of some colleges' computerized information systems to track student progress in a timely manner and, on the other, from a lack of resources and procedures in the Chancellor's Office to monitor and enforce compliance by the districts. When the funds for matriculation are provided, the first problem should be corrected, and the Board's 1987 Budget request for staff to monitor compliance with minimum standards should provide the Chancellor with the capacity to assure compliance with the progress standards.

Finally, Policy Statement #3 merely states that student academic progress standards should be the same for students in basic skills courses as for all other students enrolled for credit. It does not address whether the existing progress standards are adequate for either group. The Master Plan Review Commission has recommended that the Board "strengthen current probation and dismissal standards." The Chancellor has also directed staff to review these standards, particularly the facts that:

1) the current standards for dismissal require that "a student who is on academic probation shall be subject to dismissal if the student earned a cumulative grade point average of less than 1.75 in all units attempted in each of 3 consecutive semesters (5 consecutive quarters)"; and

2) the current Title 5 standards do not address readmission after dismissal, even though Education Code, Section 71066, requires the Board to "establish minimum standards to govern student academic standards relating to...readmission policies."

Consequently, the implementation strategy proposed for Policy Statement #3 includes an intention to review and revise, as necessary, the existing relevant provisions in Title 5.

POLICY STATEMENT #4: *Assuring Proper Placement and Equity for Students by Defining the Required Scope of Assessment*

It is the policy of the Board of Governors that:

a) **College assessment programs, established in relation to implementing matriculation, shall be the basis for establishing skills requisites for entry level degree and certificate courses and basic skills instruction courses. Assessment programs shall be sufficiently comprehensive and valid to assure appropriate placement of students and also prohibit unlawful discrimination. Specifically, assessment programs shall include, at a minimum, measures of students' language skills and computational skills, assistance in identifying aptitudes, interests and educational goals, evaluation of learning and study skills, and referral to specialized support services. In addition, assessment programs shall provide for early identification of limited English speaking and disabled students for whom the regular assessment processes may be inappropriate or result in misleading conclusions and shall provide alternative or supplemental assessment processes suited to such students.**

BOARD IMPLEMENTATION DIRECTIVE:

(a) The Board directs the Chancellor to monitor the implementation of Policy Statement #4 by requiring that college matriculation plans include a comprehensive plan and procedures for assessment programs, including a description of the instruments and procedures to be used.

(b) In addition, the Board directs the Chancellor to undertake a thorough review and analysis of districts' existing assessment policies, practices and instruments in order to determine whether there is a need for or an advantage to establishing more consistent statewide policies and practices in these areas. The Chancellor should propose by July 1987 a plan and timeline for accomplishing this effort.

Discussion

There are three basic questions which institutions implementing major assessment policies must ask: 1) Why test? 2) How do we test? and 3) Whom do we test? The first question requires a clear identification of what is to be measured supported by data that confirm the importance of measuring those specified areas. The second question refers to the validity of the testing instruments selected inasmuch as these must be able to test specifically the areas designated for assessment. Lastly, the process must be cognizant of the population to be assessed and the appropriateness of

the instruments selected to that population; that is, the reliability question -- do these tests accurately predict what we wish to predict for a given population?

Why is it important to establish assessment policies for the California Community Colleges?

The answer to this question must be consonant with Policy Statement #1. Specifically, if community colleges are to provide the full range of basic skills, it follows that appropriate placement into those courses, and subsequent curriculum decisions must be based on an understanding of student skills and needs derived from appropriate and valid assessment. The scope of assessment, therefore, must be determined by both the educational needs of the students in that college community and by the educational program which has been designed to address those needs, particularly as these refer to basic skills instruction. Assessment for community colleges must include English writing and reading skills, computational skills and critical thinking skills. It is also necessary to include assessment in the affective domain, including personal and career goals, as well as the assessment of study skills, and referral to financial aid and other support services. The importance of assessment in all of these areas has been argued in all of the documents pertaining to matriculation and will be effected in practice through the matriculation implementation plan.

How should we conduct this assessment?

In 1983 Dr. Jeanine Rounds of Yuba College completed the first comprehensive study of assessment practices in the California Community Colleges. The Learning Assessment Retention Consortium (LARC) followed up on that study for two subsequent years. In addition, Dr. Jon Kangas of the San Jose Community College District and the American Association of Community and Junior Colleges in collaboration with the ACT conducted separate surveys of testing statewide. All these studies concluded that while nearly all colleges do some type of assessment, there is diversity in practices and instruments used for assessment of students. There are over twenty-four standardized testing instruments used throughout the state. Of these, the two most commonly used batteries including reading, writing, and math are ASSET (ACT) and the Comparative Guidance Program or MAPS (College Board).

It is important to note that while the Board has indicated, in this policy and in the matriculation plan, what student characteristics must be assessed, the choice of assessment instruments, techniques and processes is, for now, delegated to the colleges, with approval by the Chancellor. The matriculation legislation (AB 3, Campbell, Hayden and Seymour, 1986) requires such approval by the Chancellor and also calls for reports of various studies over a three-year implementation/evaluation period. Policy Statement #4 would direct staff to include in such evaluations "a thorough review and analysis of districts' existing assessment policies, practices and instruments in order to determine whether there is a need or

an advantage to establishing more uniform, statewide policies and practices in these areas."

What are the characteristics of the population to be assessed?

Since the 1980 census, there have been numerous studies and projections made on the significance of these data for the nation as a whole and for the state of California in particular. Demographers have provided evidence indicating that the percentage of the population which is made up of ethnic and language minorities will continue to increase so that by the year 2000 California will be a "majority-minority" state. It is estimated that by the year 2000, of the 31.8 million persons in this state 17.4 million will be White (non-Hispanic), 9 million will be Hispanic, 3.2 million will be Asian, and 2.3 million will be Black (Center for the Continuing Study of the California Economy, Palo Alto, 1982). Based on these figures, the increased percentage changes in the population between 1980 and the year 2000 are 11% for Whites, 97% for Hispanics, 102% for Asians, and 26% for Blacks. It is important to note, however, that the largest gains in absolute numbers will be for Hispanics, who will increase by 4.4 million, followed by Whites at 1.68 million, then Asians with 1.61 million, and finally Blacks at .5 million. Finally, given the age distribution for these various population groups, it is expected that by the year 2000 fifty-two percent (52%) of the school-age population will be composed of minorities. Since the greatest growth will be for Hispanics and Asians, it follows that there will also be a growth in the number of Limited-English-Proficient (LEP) students. This is particularly true for these two groups because the level of immigration, refugee resettlement and secondary wave immigration is expected to remain constant well into the year 2000 (Rand Corp., 1985).

With this understanding of the characteristics of large numbers of students who will be undergoing assessment, it becomes even more important and complex to ensure that educational equity is maintained by a selection of instruments, procedures or test batteries which most accurately provide a profile of student skills. California has a particular challenge and responsibility to account and adjust for the specific cultural and linguistic characteristics of its student population.

Assessment literature is filled with accounts relating to test bias. This problem has been further defined by noting that test items and test protocols may not accurately represent the skills or aptitudes of population groups outside the group selected for test norming, since usually Caucasians dominate. For example, research has shown that there are 56 distinctive idioms that are particular to Black writers as opposed to 13 for Whites (College Assessment Program Evaluation Institute, CUNY, 1985). For non-native English speakers, the differences are even greater, with a myriad of cultural and linguistic factors which ultimately influence writing. It becomes the responsibility of educators to recognize these differences within an informed context so that appropriate placement into an appropriate curriculum may be accomplished. In *The Mismeasure of Man*, Steven Gould writes, "The worst bias, however, is the bias against the kid who does not know the answer." The ultimate educational

inequitable bias is for any segment of instruction to continue to have an educational process from which some students emerge with answers to most of the questions while, consistently, others emerge from that same system without the answers.

The fact that test construction is vulnerable to test bias has been addressed in both legal and educational arenas. In response to this discussion, alternatives have emerged to counteract bias and limit the negative side effects of testing. One is a set of recommendations to use multiple tests or test batteries to formulate a more accurate profile of student abilities and deficiencies (Mercer, 1976; Owen, 1983). It is the opinion of experts that the use of a single score as an abstract indicator of competency is not only controversial but also highly questionable when judged against criteria for the tests' own claims of validity and reliability. In states where mandatory assessment has been implemented, specific conditions and policies have also been designed to mitigate negative side effects related to testing. These include:

1) Waivers Where Appropriate. For example, should a limited English proficient person be submitted to a full battery of assessment or should s/he be assessed initially with tests designed to measure English proficiency?

2) Periodic Assessment. Students should be assessed periodically to allow for "value added" gains to be demonstrated, thereby enabling counselors and faculty to make corrections on an individualized basis. This would be most important in the case of ESL students, because research shows that skill level gains are particularly rapid for this group.

3) Test Challenge Procedures. There needs to be included in the test protocols a process to enable students to challenge results, allowing for re-test and for the discussion of test results.

4) Assessment Support Services. Colleges must have in place appropriate placement practices, basic skills, instructional programs and the necessary guidance and student follow-up mechanisms to complement assessment activities.

To summarize, if assessment is to be a tool for access and success, and one which promotes both equity and excellence, then it must be a process which is based on specific educational philosophy, is conscious of the diversity of the student population, and integrates supportive placement, curricular and personal support services into the entire process.

Proposed Implementation Strategies and Timelines

It should be clear from the foregoing that the proposed policy statements are complex and far-reaching, that they are inextricably linked to the implementation of matriculation and that they, like matriculation itself, will require a significant period of phase-in during which varying college practices can be evaluated and

refined. Indeed, the policy statements acknowledge that, as a result of the learnings that occur during the evaluation period, the Board's own policies may themselves need to be revised at a later date. The Board Directives for implementing each policy statement take these conditions into account.

1. Policy Statements #2, concerning the establishing of skills requisites for degree and certificate courses, and #4, concerning the scope of required assessment, should be implemented as guidelines in conjunction with the implementation of matriculation. Specifically, provision for their implementation has been amended into the Board's matriculation implementation plan with the understanding that: a) the varying practices of the colleges be subject to the same approval process as is required for other components of matriculation, and b) that their efficacy be subject to the three-year evaluation required for matriculation. The final report on the matriculation evaluation should contain recommendations for ongoing Board policies on each subject.

2. Policy Statement #3, concerning student progress standards, is the one proposed policy statement that need not be subject to a long-term phase-in period. Rather, the Board Directive on page 12 specifies the tasks that should be carried out by staff and indicates that proposals for Board action be prepared by July 1987 for implementation in the colleges not later than July 1, 1988.

   Subsection (c) of Policy Statement #3, and the related Board Directive concerning the respective responsibilities of the colleges and the Chancellor's Office for enforcing student progress standards, should be implemented during academic year 1987-88 by means of new administrative procedural guidelines. Specifically, staff, with the assistance of new compliance positions requested in the Board's 1987-88 Budget proposal, should, by January 1988, announce a "thorough and systematic compliance review process" to be initiated in fall term 1988. Colleges, in turn, will upgrade their monitoring of student progress and be prepared to submit to the compliance review beginning in fall 1988.

3. Policy Statement #1, concerning the definitions and scope of pre-collegiate basic skills instruction and adult basic education, will also be implemented in conjunction with matriculation and subject to the evaluation of matriculation. However, unlike the implementation of Policy Statements #2 and #4, this policy statement cannot be fully implemented in the first year of matriculation; rather, because of the several major policy issues raised, the Chancellor will appoint a select task force on Pre-collegiate Basic Skills Instruction and Adult Basic Education to deliberate and propose during 1987 a strategy and timeline for implementing Policy Statement #1 beginning July 1, 1988.

Comparison of Different Credit Modes

Degree Credit	Nondegree Credit	Noncredit	Community Service
55805.5 Content and objectives of course fall into one of categories a-e of this Section of Title 5.		**84711(a)(1-9)** Education Code. Content and objectives of non-credit courses must fall in one of nine categories.	**55002(d)(2)** Designed for physical, mental, moral, economic, or civic development.
55002(a) Recommended by curriculum committee. Approved by local Board.	**55002(b)** Recommended by curriculum committee. Approved by local Board. Needed by eligible students.	**55002(c)** Recommended by curriculum. Approved by Board. Needed by enrollees.	**55002(d)(1)** Approved by local Board.
55002(a)(2) Standards for Approval. (A) Grading Policy. Student performance is evaluated by essay unless problem solving or skill demonstration is deemed more appropriate by curriculum committee. A formal grade is assigned. (B) Units. Carnegie Units: 3 hours work per semester or quarter week per unit including lectures, labs, and homework. (C) Intensity. Scope and intensity of work require independent study outside class. (D) Entrance Requirements. Where deemed appropriate by curriculum committee.	**55002(b)(1)** Types of Courses. Precollegiate basic skills, other courses designed to enable students to succeed in degree credit courses, precollegiate occupational preparation courses, other occupational courses as defined. **55002(b)(2)** Standards for Approval. (A) Grading Policy. Provides for measurement of student performance in terms of stated objectives. A formal grade is assigned. (B) Units. Carnegie Units: 3 hours work per semester or quarter week per unit including lectures, labs and homework.	**55002(c)(1)** Standards of Approval. Treatment of subject matter, use of resource materials, attendance, and achievement standards approved by curriculum committee as appropriate for enrolled students.	**55002(d)(3)** Provides subject matter content, resource materials, and teaching methods which the local Board deems appropriate for the enrollees.

* Where entrance requirements disproportionately exclude underrepresented populations, appropriateness must be empirically validated.

APPENDIX B

Comparison of Different Credit Modes *(Continued)*

Degree Credit	Nondegree Credit	Noncredit	Community Service
55002(a)(2) Standards for Approval. *(Continued)* (E) Basic Skills Requirement. Courses for which communication or computation skills are necessary for success shall require eligibility for enrollment in degree credit courses in English or math consistent with Section 58106. (F-G) Difficulty/Level. Requires critical thinking, ability to apply "college level" concepts, vocabulary, and learning skills as determined by curriculum committee.	**55002(b)(2)** Standards for Approval. *(Continued)* (C) Intensity. Subject matter is treated with scope and intensity which prepares students to work independently outside of class time and includes reading and writing assignments and homework. (D) Entrance Requirements. Where deemed appropriate by curriculum committee.		
55002(a)(3) Course Outline of Record. Scope, units, objectives, content, types/examples of: reading and writing assignments, homework, methods of teaching and evaluating.	**55002(b)(3)** Course Outline of Record. Scope, units, objectives, content, types/examples of: reading and writing assignments, homework, methods of teaching and evaluating.	**55002(c)(2)** Course Outline of Record. Scope, objectives, content, methods of instruction and methods for determining whether stated objectives have been met.	**55002(d)(4)** Is conducted in accordance with a predetermined strategy or plan.
55002(a)(4) Conduct of Course. All Sections taught by a qualified instructor in accord with above outline.	**55002(b)(4)** Conduct of Course. All sections taught by a qualified instructor in accord with above outline.	**55002(c)(3)** Conduct of Course. All sections taught by a qualified instructor in accord with above outline.	**55002(d)(5)** Open to all community members.
55002(a)(5) Limits repeated enrollment.	**55002(b)(5)** Limits repeated enrollment.		

* Where entrance requirements disproportionately exclude underrepresented populations, appropriateness must be empirically validated.

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